**3rd Grade Reading Lesson Plans for Mrs. Dean Unit 3 Week 2**

**Story Title*- Pushing Up the Sky***

**Monday** COS 3.2, 3.3, 3.4 Obj. SW- Determine author’s purpose; Summarize to identify author’s purpose; Use word parts to decode words with prefixes un, re, mis, dis

**WHOLE GROUP-** 1)Daily Questions: How do people explain nature in order to understand it? 2)SW listen to teacher read aloud “Greek Mythology” TE pg 304l; Fluency Purpose- Characterization 3)Read/discuss skill pgs 304-305 4)Create a summarize visual chart from page 304 to complete while reading “An Up and Down Story” orally 4)Review Vocabulary Words using educational website from Active Board

**SMALL GROUP-** Graphic Organizer wkbk pg 113

**CPA’S** 1)Daily Question (in a complete sentence) 2)Missed Spelling 5’s Each 3)Voc. Folder 4)Cursive 5)AR

**Materials:** Textbook; Post It Notes; Wkbk Pg 113; Voc Folders; CPA Notebook; Colors

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** The students will summarize to identify author’s purpose.

**Tuesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP-** 1)Daily Question: What would happen if you could touch the sky? (story prediction) 2)Read/discuss voc pg 306-307 3)Phonics Talk TE 329i 4) Discuss genre: a play & story title; Read together weekly story; TW use skim/scan questions to check for understanding of all weekly skills

**SMALL GROUP**- Refer to Small Group Plan for Leveled Readers: The Elk Hunters; Pictures in the Sky; Star Tracks;~ Summarize to identify author’s purpose.

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk pg 113; 117-118 3)Spelling Slash Out Syllables & Identify what the Prefix means 4)Voc. Folder 5)Cursive 6)Reread story to self

**Materials:** Textbook; Post It Notes; Wkbk Pg 113; 117-118; Voc Folders; Colors; Leveled Readers

**Evaluation-** Wkbk Pg 113; 117-118- Daily Grade

**Statement of Student Engagement-** Students will summarize to identify author’s purpose.

**Wednesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP**- 1)Daily Question: Why aren’t the people successful in pushing up the sky the first time they try? 2)Review voc, phonics, & story using questions/discussions in TE margins

**SMALL GROUP**- Summarize to identify author’s purpose of weekly story.

**CPA’S** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Voc Sentences 4)Spelling Choice 5)Cursive 6)Voc Folders 7)Partner Reread Weekly Story

**Materials:** Textbook; CPA Notebook; Scavenger Hunt; Voc Folders; Colors

**Evaluation-** Scavenger Hunt/Voc Sentences- Daily Grade

**Statement of Student Engagement-** Students will complete questions related to weekly story in a scavenger hunt as well as write a complete sentence with each vocabulary word.

**Thursday** COS 3.2, 3.3, 3.4 Obj. SW complete a reading comprehension multiple choice & writing test from weekly story

**WHOLE GROUP** 1)Review the story using retelling cards 2)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Writing Workshop- Refer to TE WA 2; Review compare/contrast essay from last week on Fall & Winter; Prompt- Write an essay that compare/contrasts two things in nature. Example- Spring & Summer

**CPA’S** 1)AR

**Materials:** Sequence Retelling Cards; Selection Test; CPA Notebook

**Evaluation-** Selection Test/Voc Folders- Completion & Neatness

**Statement of Student Engagement-** Students will complete a selection test to show understanding of weekly strategies and skills as well as comprehension of weekly story.

**Friday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP** 1)Preview next week’s skills using Family Times Workbook Page 2)Predict Spelling Patterns while practice writing the words onto the Family Times wkbk pg 3)Read/discuss Newsletter; HW Packet; Webpage

**SMALL GROUP**- Teacher will meet with groups to review weekly story using graded weekly selection test; Writing Workshop Conferences for Editing; Teacher will progress monitor students for fluency/comprehension.

**CPA’s** 1)Writing Workshop- Publishing 2)AR

**Materials:** CPA Notebook; HW Packet; Newsletter;

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will follow in the Writing Process Steps to complete the Weekly Writing Workshop.